

CIRCULAR
AND
CATALOGUE
OF THE
Christian Girls' Boarding School,
DEHRA DOON:
WITH
AN ADDRESS,
BY THE
REV. D. HERRON,
*READ AT THE CLOSE OF THE LAST EXAMINATION OF
THE SCHOOL.*



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1881.

DEHRA

Christian Girls' Boarding School,

COMMENCED IN 1859.

Principal,

REV. DAVID HERRON.

Asst. Principals.

MISS M. A. CRAIG.

MISS A. B. HERRON.

Teachers.

CISSIE MORRIS.
RUTH STERLING.
LAURA GRAHAM.

PARTAPI DAULA.
KOCHU BOSE.
AMY NOAH.

Munsifi.

NARAYAN DAS.

Pundit.

Matron.

BIBI JAMES.

Pupils

IN 1880.

NAMES.	RESIDENCE.
Abdullah, Emily	... Lahore
Abram, Jemmie	... Saharanpur
Andrews, Louisa	... Amballa
Andrews, Minnie	... Do.
Andrews, Nellie	... Do.
Andrews, Ethel	... Do.
Asinath	... Lodiana
Amanda	... Do.
Bose, Kochu	... Dehra Doon
Bose, Rhodie	... Do.
Bose, Bindi	... Do.
Buddha Masih, A.	... Etawah
Buddha Masih, L.	... Do.
Buddha Masih, M.	... Do.
Buddh Dás, Maggie	... Amballa
Buddh Dás, Harriet	... Do.
Bill, Rhoda G.	... Lahore
Bill, Claudia	... Do.
Basairasingh, Kitty	... Amballa
Buddh Ram, Lundie	... Santoke Májara
Bee, Lillie	... Allahabad
Bernard, Annie J.	... Simla
Banarsi	... Saharanpur
Buddho	... Do.
Brown, Dinah	... Do.
Benjamin, Kitty	... Jeypore
Benjamin, Alvina	... Do.
Colman, Caro	... Futtehpore Haswa
Colman, Elizabeth	... Do.
Crawford, Ella	... Saharanpur
Craig, Maggie	... Dehra Doon
Chaggatta, Lizzie	... Sialkote
Chaggatta, Hannah	... Do.
Cox, Bella	... Dehra Doon
David, Bella	... Annfield
David, Lydia	... Meerut
David, Kathrina	... Do.

NAMES. RESIDENCE. NAMES. RESIDENCE.

Davis, Beggie	...	Amballa
Drysdale, Abbey	...	Saharanpur
Díndyal, Martha	...	Santoke Májara
David, Lizzie	...	Meerut
David, Evelyn	...	Jeypore
Debi, Rebecca	...	Roorkee
Dulloo, Jane	...	Do.
Domingo, Sarah	...	Meerut
Domingo, Frances	...	Do.
David, Elizabeth	...	Dehra Doon
Elias, Magdilia	...	Do.
Elias, Luda	...	Do.
Elisabá	...	Do.
Gurdyal, Jane	...	Do.
Gurdyal, Lizzie	...	Do.
Ghulam Masih, R.	...	Rawal Pindi
Kammoo, Annie	...	Santoke Májara
Habil, Sarah	...	Dehra Doon
Hardie, Christy	...	Chandirará
Halley, Bella	...	Delhi
Howard, Florence	...	Dehra Doon
Isá Dás, Harriet	...	Roorkee
Ibrahim, Ella	...	Delhi
John, Elizabeth	...	Roorkee
Jahan, Grace	...	Agra
James, Adalina	...	Allahabad
James, Magdalena	...	Do.
James, Cathrina	...	Do.
James, Selina	...	Do.
Ján, Sunghi	...	Saharanpur
Junia	...	Do.
Jane	...	Do.
Jonathan, Miriam	...	Roorkee
Khairati, Emma	...	Do.
Khán Dás, Emily	...	Amballa
Khán Dás, Lizzie	...	Do.
Khán Dás, Grace	...	Do.
Katzie	...	Dehra Doon
Kulloo	...	Saharanpur
Langley, Augusta	...	Do.
Lazar, Cecilia	...	Amritsar
Lane, Lucy	...	Lodiana

NAMES. RESIDENCE.

Levi, Margaret	... ..	Roorkee
Lachmi	... ..	Allahabad
Lallie	... ..	Saharanpur
Makhan Lál, Piýárin	... ..	Etawah
Mánu	... ..	Saharanpur
Moti Lál, Sarah	... ..	Rawal Pindi
Margie	... ..	Santoké Májara
McIlvey, Lydia	... ..	Do.
Marachia	... ..	Allahabad
Mainee	... ..	Do.
McAuley, Ellen	... ..	Rawal Pindi
Malcolm, Polly	... ..	Allahabad
Malcolm, Dilirání	... ..	Do.
Masih, Alice	... ..	Delhi
Morrison, Charlie	... ..	Dekra Doon
McMaster, Louisa	... ..	Do.
McMaster, Pina	... ..	Do.
Narayan Dás, Annie	... ..	Amballa
Narayan Dás, Emily	... ..	Do.
Nasiban	... ..	Saharanpur
Negley, Jane	... ..	Do.
Nathan, Jeannette	... ..	Roorkee
Noah, Margaret	... ..	Allahabad
Peter, Ruth	... ..	Annfield
Peter, Charlotte	... ..	Do.
Peter, Edith	... ..	Do.
Peter, Pulmani	... ..	Do.
Peter, Louisa	... ..	Jeypore
Peter, Jane	... ..	Rawal Pindi
Pooran, Annie	... ..	Dekra Doon
Prem Sukh, Caro	... ..	Allahabad
Pratt, Mary	... ..	Saharanpur
Rahini Khán, Tamar	... ..	Amballa
Rahini Khán, Agnes	... ..	Do.
Rahiman	... ..	Dekra Doon
Richards, Dora	... ..	Amballa
Richards, Emily	... ..	Do.
Ross, Miriam	... ..	Amritsar
Robbins, Ruth	... ..	Annfield
Robbins, Eliza	... ..	Do.
Sundar	... ..	Allahabad
Shanta	... ..	Dekra Doon

NAMES.	RESIDENCE.
Sallie	... Saharanpur
Sukhi	... Mozaffarnaggar
Suter, Evelyn	... Agra
Suter, Lizzie	... Do.
Sohanlál, Ella	... Abbottabad
Sohanlál, Julia	... Do.
Sohanlál, Annie	... Do.
Sudhári, Basanto	... Etawah
Solomon, Annie	... Saharanpur
Sterling, Susan	... Amballa
Sterling, Mary	... Do.
Scott, Ellen	... Sialkote
Thomas, Aggie	... Orai
Topsy	... Dehra Doon
Thompson, Carrie	... Do.
Wylie, Elizabeth	... Saharanpur
Ward, Julia	... Lodiana
Wilson, Bessie	... Allahabad
Wilson, Grace	... Do.
Williams, Louisa	... Amballa

Terms.

RS. A. P.

Boarding and Tuition for one Pupil for one month	 6 0 0
Two Pupils from one family	 10 0 0
Three " "	 12 0 0
The parents or supporters of the Pupils will be expected to provide them with clothes and bedding.	

Articles of clothing required for each Child :—

4 Skirts.	1 Pillow.
2 Under Skirts.	2 " Cases.
2 " " (Flannel).	4 Pairs Stockings.
4 Jackets.	4 Towels.
2 " (Flannel).	1 Case, or spread for Bed.
4 Kurtis.	1 Rezaí.
4 Paejamas.	1 Kambal.
2 Chaddars.	1 Tosakh.
2 Bed Sheets.	1 Small Daree.

When a parent or guardian is unable to meet the above terms, it is left with the Missionaries at his station to deter-

mine how much he shall pay. Should it be their opinion that he is unable to pay anything, his child will be admitted free. In such cases, it is expected that the Missionaries will try to provide an outfit for the child, and pay her travelling expenses to the School.

When we undertake the entire support of a child who has a parent or guardian, we require from such parent or guardian a written agreement, that he will not take the child out of the school, without the consent of the Superintendent, till she is 16 years of age.

All orphans are received free.

The School Year is divided into two Terms, the first commencing on the 15th of February, and ending on the 15th of June. The second commencing on the 1st of July, and ending on the 15th of December. Pupils are not expected to go to their homes during the summer vacation.

An arrangement has been made with Mr. Hugh McMillan at Saharanpur, to receive all children coming through that station to enter the School. If written to, as to what time to expect any children, he will meet them at the dépôt, accommodate them during their necessary stay in Saharanpur, and make all the arrangements for sending them on to Dehra.

THE BUILDING.

The School Building is large, commodious, and well-ventilated. It cost about Rs. 50,000. The Superintendent, Teachers and Pupils, all live under the same roof. The children are thus continually under the care and influence of those who have them in charge.

LOCATION.

The Dún is one of the most beautiful and healthful valleys in India. It lies at the foot of the Himalayas, and is shut in from the plains by low mountains called the Sewalic Range. It is about ten miles wide and sixty miles long—the Ganges bounding it on one end, and the Jumna on the other. The city and station of Dehra is situated about the middle of the valley, on the water-shed between the two rivers. The site of the School is high and dry, and airy. It commands a fine view of the Mountains, and a part of the Dún.

All business letters to be addressed to the REV. DAVID HERRON, Superintendent, Dehra.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST YEAR.

Reading and Spelling.—Words of one and two syllables from the Board, in English and Hindustani.

Arithmetic.—Counting to one hundred and back, in English and Hindustani.

General Exercise.—Writing the letters of the alphabet and the ten digits.

SECOND YEAR.

Reading.—1st Book in English and Primer in Roman Urdu.

Arithmetic.—Writing and reading numbers and addition.

General Exercise.—Writing words and numbers on slate and board.

THIRD YEAR.

Reading.—2nd Book in English and 1st Book in Roman Urdu, Primer in Hindi.

Arithmetic.—Continued.

Spelling, Dictation, Writing.

FOURTH YEAR.

Reading.—English, Roman Urdu and Hindi.

Arithmetic.—Continued.

Spelling, Dictation, Writing, and Geography.

FIFTH YEAR.

Reading.—English, Roman Urdu, Hindi and Persian Urdu.

Geography, Arithmetic, Spelling, Dictation, and Writing.

SIXTH YEAR.

Reading.—English, Roman Urdu, Persian Urdu and Hindi.

“Little Arthur’s History of England,” *English Composition, Spelling, Dictation, Geography, Arithmetic, Writing.*

SEVENTH YEAR.

Reading.—English, Roman Urdu, Persian Urdu, Hindi.

Composition, Grammar, Geography, Arithmetic, Spelling, Dictation and Writing.

EIGHTH YEAR.

Reading.—English, Roman Urdu, Persian Urdu, Hindi.

Spelling, Composition, Grammar, Dictation, Geography, History of India, Arithmetic, finished Writing.

ADVANCED COURSE.

FIRST YEAR.

Algebra.

Pure Persian or Hindi.

Wilson’s Outlines of History.

History of England.

Physical Geography, Physiology.

English Composition.

SECOND YEAR.

Geometry.

Persian or Hindi.

Wilson’s Outlines of History.

Botany, Rhetoric, English Literature and Composition.

THIRD YEAR.

Mensuration, English Literature.

Astronomy, Zoology, English Composition.

FOURTH YEAR.

Trigonometry

Geology and Mineralogy.

Moral Science.

Evidences of Christianity.

Butler’s Analogy.

English Literature.

REPORT FOR THE YEAR 1875.

THE number of pupils in the Christian Girls' Boarding School rose at one time to 125. The School closed this Session with 118. The health of the School has been remarkably good. For the four months before the close of the year, scarcely a dose of medicine was given. During the prevalence of cholera, in May, when the deaths in the station and the neighbourhood were numbered by hundreds, we had in the School only a few mild cases of the disease which yielded to treatment at once. We gratefully acknowledge the kind providence of God in directing us to the means which He blessed both for prevention and cure. The only medicine we used either as a preventive or a remedy, was the strongest solution of camphor. This was the only remedy that we used, allowing the patients, at the same time, as much water to drink as they wished. At the direction of the attending Physician, we sent 40 of the children, every evening, to the old Mission House to sleep; which providentially was not occupied during the summer. This we continued to do during the whole of the hot weather, and a part of the rainy season. Besides this, during the whole of the season, all the rooms on the ground floor of our private part of the building were occupied by the children as dormitories.

The children's interest in spiritual things has not we think abated. They still keep up their own meetings for prayer, and praise, and reading the Word of God. The attendance at these meetings is purely voluntary, and has been larger than usual. The whole School every morning spend a half hour in silent prayer, and the reading of God's Word, and have their own family worship, morning and evening, the former in Hindustani the latter in English. Besides these private and domestic devotions the School is opened every morning with reading the Word of God and prayer. Last year when the Candidates from our City Boys' School went up for the Calcutta University Examination one of the girls asked, "Why does not the Government allow us to be examined?" In writing to the Director of Public Instruction, I incidentally mentioned this remark, and repeated the inquiry, "*Why not?*" The Director replied, "Send them up." Accordingly the first class, consisting of 3 girls, were entered as Candidates for the Departmental Exami-

nation, to compete with boys of the 3rd class in High Schools. Two of these girls shortly after the commencement of the year, one on account of feeble health, and the other on account of weak eyes, having to give up study and afterwards both being needed as teachers, only one continued to pursue the course of study required. Her examination took place, two weeks ago ; and lasted six hours a day for four days, and four hours of the 5th day. She was examined in English Literature, Geometry, Mensuration, Algebra, Arithmetic, Persian, Geography, History, and Translations. We are pleased to be able to report that she passed honorably,—standing at the head of the 2nd Division, and third, in her number of marks, among the 3rd class students of the Aided High Schools of the North-Western Provinces.

REPORT FOR THE YEAR 1876.

THE School year commenced on 17th of February. School opened with 109 pupils ; during the year 3 children left, 3 died, 6 old pupils returned, and 6 new ones entered, so that the School closed in the middle of December with 114 pupils.

The Annual Public Examination was held on the 13th of December. In all the subjects, except three, History, Algebra, and Geometry, the classes were examined by the monitresses who have been teaching them during the year ; some of these monitresses studying at the same time, with the 1st class, preparing for the Entrance Examination. The classes did themselves and their teachers credit. Four maps were drawn on the blackboard by girls of the 2nd class, from which the 3rd class recited without a mistake. Exercises in Dictation were written on the blackboards before the audience, in English, Persian, Hindi and Persian Urdu. Samples of fancy work, such as sofa cushions, pin cushions, crocheted tidies, also knitted mufflers and stockings, with darning and plain sewing, all the girls' own work, &c., were exhibited. The health of the School has been remarkably good during the year.

The religious interest among the children has been greater than usual during this year. At one Communion season

in September, 9 of the pupils were admitted to the Church, and at the next in November, 7 more were admitted. The pupil who was successful in passing the Departmental Examination in 1875, this year took the studies of two years in one, and prepared herself for the Entrance Examination of the University of Calcutta. The first reply to our application for her was, that, under present regulations, no girls were admissible to the University Examinations. We succeeded, however, in obtaining permission for her to be examined with other candidates, on condition that her name should not appear in the list of candidates. She was examined at one of the Boys' Schools in Mussoorie, on the same subjects, with the same questions sent by the University for the Boys; the Examination was in writing, lasted 4 days, 6 hours a day, and we have just heard from the authorities of the University, that she has passed very creditably. She is the first girl in India, perhaps in all Asia, that has ever prepared herself for a University Examination.

REPORT FOR THE YEAR 1877.

LAST year we had Miss Pitcher as an Assistant Teacher in the School. We had hoped to have, for a length of time her valuable services; but towards the close of this year, she had on account of the illness of her father to return to her home in Calcutta, and on account of his death and the consequent circumstances of the family, she has not been able to return. We deeply regret her loss. She had endeared herself to every one connected with the school by her kindness and ability, and by her unselfish laborious and faithful devotedness to the work. After Miss Pitcher left, Miss Pratt, the Lady Principal of the School, had to depend almost entirely on the pupils of the School for help. Under her direction and training they proved themselves efficient in every respect.

Two of our monitresses, Sophie Matthews and Mary McMullen, were married during the year to native Christian gentlemen of our own station, the former in the beginning of the year before the opening of the School, to a member of our congregation holding a good situation in one of the

Offices of Government, and the latter in the midsummer holidays, to the Head Master of the City Boys' School.

The progress of the pupils has been quiet and steady. A number in the upper classes are preparing for the Government Examination. More than usual attention was given this year to the lower classes, with the best results. The interest in religious things, though in no way striking, has been in a good measure maintained. Besides the stated services for the benefit of the School and the daily reading and instruction in the Scriptures, the Principal gave a series of Bible Stories, or lectures in which the children took a deep interest. The voluntary prayer meetings have been carried on without interruption. At our last Communion three of the pupils were admitted into the Communion of the Church. The number of the pupils was about the same as last year, averaging about 114. The health of the School was generally good, with the exception of a few months in which we suffered from rheumatic fever, which never visited our School before. Before the close of the term, however, the health of the School had been restored.

REPORT FOR THE YEAR 1878.

THE Christian Girls' School has been larger this year than in any former year, numbering 122 Boarders, and 16 day scholars. In February one girl died of consumption, from which she had been suffering for several months. About the same time three others were married, one of the three being a paid monitress. The health of the School has been excellent. There has not been one case of continued fever, or severe illness of any kind during the entire year. In study, the same quiet steady progress of other years has been made. Mrs. Morrison, besides the singing lessons, has taught a class in reading and writing Persian Urdu, and Mr. Ullmann has given a Bible lesson two days of each week to the whole School, and a regular weekly Bible lesson to the monitresses. On account of Mr. Herron's absence in America, the annual public examination was omitted and a private examination held instead. For the same reason none of the girls were sent up for any of the Government Examinations.

The girls have kept up their usual prayer meetings on Sabbath and Wednesday evenings, and the Sabbath School

has been carried on regularly throughout the year, superintended for several months by Mr. Ullmann and afterwards by Dr. Morrison, both of these gentlemen teaching, in succession, a large class of the older girls.

REPORT FOR THE YEAR 1879.

THE School closed with 129 Boarders and 6 day-pupils. The five monitresses are not included in this number as they are now enrolled among the list of teachers. Up to the middle of July, the health of the School was almost perfect. After that time the health was not so good; we lost one child, who died of typhoid fever; and later another one died of consumption; and we had a number of cases of fever. Upon the whole we are able to report an unusually prosperous year. As each year we are able to get the School, and the various departments of work connected with it, more thoroughly systematized, we find that we can with the same force accomplish much more and that with less wear upon the workers, and this year's experience has been no exception.

The School is divided into 8 classes, besides which one girl went up for the University Entrance Examination: she failed however, probably in Mathematics. The first class are able to pass a good Examination in English and Indian History, have a good knowledge of practical Arithmetic, have studied Algebra, and finished four books in Euclid. The second class is composed of 10 or 12 bright girls pressing closely on after the first class; but the hope of the School is the little ones of which we have at present a very large number. No class is taught in all its subjects by any one teacher, but each teacher does that work which she can do most successfully. With scarcely an exception, the teachers have proved as faithful and honest workers as we have ever known in any School. Besides Mrs. Morrison's other teaching, she has given several hours each week to the musical training of the children. Besides the daily religious instruction, we have also an interesting Sunday School in which both Dr. and Mrs. Morrison are regular teachers. The first four classes are also being well grounded in the shorter catechism by Mr. Herron, who gives his Sabbath evenings to this most important work.

AN ADDRESS.

BY REV. DAVID HERRON.

Read at the close of the last Examination of the School.

LADIES AND GENTLEMEN,

To-day closes the Twenty-Second Year of the School's existence and work. Accordingly to the life of man it has now entered on its majority. When a man has reached this age, he has a "legal right to manage his own affairs." His ability, however, to do so, and the confidence in this ability with which others are inspired, usually depend on the manner in which he has improved his nonage—on the objects he has sought and on the principles by which he has been guided and the plans that he has adopted for attaining those objects,—in a word, on the manner in which he has discharged the duties of his minority. Through such a trial, or period of probation, must also every undertaking or institution pass that seeks public confidence and support. We think the time has come when this principle may fairly be applied in judging of the School whose closing exercises you have kindly cheered and honored with your presence.

Has the end at which we have aimed been a worthy one? Have the principles on which we have acted been sound, and the methods which we have used been wise, in seeking this end? And have all these been justified by a reasonable degree of success? These questions indicate the points to which we would beg your attention for a few moments.

1. *The end we have aimed at.*—On this head we have had no reason to complain of want of advice. We have been often told that we should confine ourselves to train our girls for service in European families. Some of our pupils are now in such situations and do honor to themselves and to us in the faithfulness with which they attend to their duties, in the influence which they exert, and in the trusts that are committed to them. But our aim is higher. Some have thought that we ought to confine ourselves to training Zenáná teachers. There is indeed a wide, promising, inviting field in the zenánás of this country for such laborers. But our aim is higher than this. Again many have told us

that our work should be training teachers for Mission and other Schools. A brother missionary who came here, some years ago, on a visit, had in some way become thoroughly convinced that our School was a failure. Finding that I did not coincide with him in this view of the case, he asked me, how many of your pupils that have left the School are teachers? I told him that I did not know that any of them at that time were teachers. Do you not see, he asked in a triumphant manner, that your School is a failure? No, I said, I do not see it. If it had been our aim to make teachers and we did not succeed in doing it, then of course, we should have to admit ourselves a failure. But this was never our aim. What then is your aim? he asked. I replied to make women, industrious, intelligent, and pious women, women fitted for whatever duties or places, God in his providence may call them. We regard the special or professional training of women generally as a mistake. It is a derangement of the divine order of things, an opposition to natural law. The family, the home is woman's divinely appointed place, and its duties her highest, holiest, noblest work. It is an arraignment of divine Providence to regard any state as more holy, or any service more acceptable or useful than that which God has assigned her in the family. True, womanly nature needs and seeks the support, the guidance, the protection, the affection, and the privacy too, which the family society provides. In following this law of her being she is to "forget her own people also and her father's house," and leaving her own, the profession, the standing and circumstances of another, become hers. Our aim is to prepare, with all the help in our power, for the duties of this relation for which woman was made, a preparation which will fit her to for any lot that Providence may assign her. Could there be a higher aim? Those who have enjoyed the happiness and advantages of a Christian home, need no arguments to prove its value. He who has known an enlightened and pious mother's care and love—who has seen her prayerful, tearful anxiety for his temporal and eternal welfare—who has felt her loving hand on his head as she invoked the Divine blessing on him as he left her side to take his place in the world—he who bears about with him the grateful recollection of a mother's love and prayers and tears and feels the touch of her loving hand still in his heart, knows that the power for good of such a mother, is less only than Divine. The missionary longs to secure the services of such

mothers and the influence of such homes as they alone can make, in helping him to build up the kingdom of Christ. It is to provide such help for the Master's cause that our School, according to its measure, is working.

II. *The methods that we employ.*

(1.) We try to teach them industry and economy. We do this not theoretically merely, but practically. Almost the whole of the work of this large establishment, including the making and mending of clothes and bedding, the care of little children and the nursing of the sick, is done by the girls themselves. Every one, from the eldest to the youngest, has her part in this work. We have no "parlour boarders." Every child from the highest to the lowest has the same care and the same food. We have no favored class but that of merit and ability ; and the honors that are given to these are generally awarded by the girls themselves. The school is a family, a home, as much as we can make it, and the secret of much of its order and success, is that the children regard it as their own, under their own management, and as such take a pride in its welfare.

Year after year we have come to regard this department of our work and the training that is given in it as more and more important. The difficulties of the Native Christian community in obtaining a livelihood have become so great, and the cases of suffering from their losing the precarious situations that are open to them so frequent, that their future, in relation to temporal things, has become a source of painful anxiety to many, and their means of making a living have become a subject of absorbing interest. Participating in this anxiety and interest, we try to put it in the power of every one of our pupils to support herself, should she, in the Providence of God, be thrown on her own resources. We give her practical instruction in the kind of work for which she shows the greatest fitness, cooking, taking care of children, plain sewing, fancy work, teaching, or writing. (I know one of our pupils who receives a good income as a writer or copyist). In connection with this we endeavor to inculcate industry, economy and independence. We teach them that the most ignoble condition to which humanity can be reduced is that of willing dependence on charity. To beg, in preference to working for a living, marks the lowest degradation of our nature. It is especially disgraceful to

bearing
 one ~~becoming~~ the Christian name, and most dishonoring to our holy religion. Christianity reveals to us a God whose glory it is to give. He is the Giver of every good and perfect gift, and teaches that "it is more blessed to give than to receive." It gives no countenance to mendicancy. On the contrary, it commands that "if any will not work neither shall he eat."

(2.) We also try to give them as high an intellectual education as they are capable of receiving, and we are able, and have time, to give them. It is only the few who are able, and that long enough in the school, to pursue an advanced course of study. This increases their chances of success and usefulness in life, enables them to elevate the Christian Society to which they belong and to do something, at least indirectly by their example, for the welfare of the women in India.

We adopt the same curriculum of study that is found necessary for the educating boys. We do not believe that sex makes such a difference in minds as to require different pabulum and exercise to develop the mental powers of each. The sons and daughters of a family sit at the same table and eat the same kind of food. If it is wholesome and nourishing, it will develop, in the one, female delicacy and beauty and in the other manly courage and strength. By pursuing the same course of study, the girl does not become more like a boy, nor the boy more like a girl, but both grow towards the perfection of their respective natures. They are like the different kinds of trees or shrubs in the same garden. They are rooted in the same soil, they inhale and exhale the same air and absorb the rays of the same sun, but each kind appropriates from these sources of nutriment, that which is necessary to its peculiar growth, to the color and fragrance of its flowers or the character and lusciousness of its fruits.

While we teach to read and write both Hindee and Urdu, we make the English language the means of communicating instruction. On former occasions we gave our reasons for this use of our language. We have been pleased of late to see a proof and illustration of the wisdom of our course in this respect. The Syrian College at Beirut established about 15 years ago, adopted the opposite course and made the Arabic the language of the institution. The

Professors made elaborate and extended text-books in the vernacular. They found, however, that their graduates knew nothing but what was in their text-books, and had no means of extending their knowledge of the subjects which they had studied. The college has, therefore, changed its policy and has made the English language the basis of instruction. Its graduates will now not only learn what is in their text-books, but have opened up to them for progressive culture and attainment the riches of the English language.

So it has been with our pupils—they have the means of unlimited improvement in having access to the rich literature in our language. I have been greatly pleased to find that they avail themselves of this invaluable privilege. A short time ago, I met one of the pupils, a girl about 15 years of age, reading as she walked in the avenue of their play-ground. "What is that you are reading?" I asked. "A book of poetry," she replied. "Whose?" "Walter Scott's." "Which of his Poems?" "The Lady of the Lake." "Do you like it?" "Yes: I have read it several times." "Do you like to read poetry?" "Very much." "How much have you read?" "I have read Longfellow's Poems, Jean Ingelow's, Willis', Pollock's Course of Time, Burns', Goldsmith's, and Walter Scott's." I was surprised; and as I walked along I thought to myself, what a store of rich thought and beautiful imagery that child has in her mind that she could not have had if she had not learned English!

(3.) Above all we desire to bring them to the knowledge and love of the Saviour. In their domestic life, in the school, in the Sabbath School, in public worship, in their own prayer meetings, they are surrounded with an atmosphere of religious truth and worship. Here we find our highest objects and our richest rewards.

III. *Success.* In this respect we have not been without encouragement.

We have been often cheered and rewarded by seeing the development of even, strong, beautiful character. I shall refer to only one example which several now present may remember. It was during the sudden and terrible outbreak of cholera here in 1872. The first death took place in a

European family. Then three others in the same house were successively stricken down. The people had come to the station only a few days before. Their servants all fled in terror ; I tried ~~in vain~~ to get some native woman to take care of the sick, but in vain. By this time more than 20 cases and several deaths had taken place among ourselves. When I stated the helpless condition of the European family, one of the girls in the school offered to go to their help. I refused to let her go ; but on reflecting for a moment that she was an orphan, and a professing Christian, I concluded that I had no right to hinder her. The moment I consented she went with me into that doomed house, hung up her chaddar, and ministered to the dying till the three corpses were taken out of the house, and then kept an orphaned infant till another arrangement was made for it. She then came into the hospital of our school, and waited on the sick, and for six days and six nights she did not sleep a moment till the plague was stayed.

In reference to the organization of the School, we think it worthy of notice that we have a staff of teachers educated and trained by ourselves who are able in case of the illness or temporary absence of the Missionaries to carry on the work in all its departments, with smoothness and efficiency.

In Scholarship we educate up to the Calcutta University Entrance Examination. In this connection, it may be mentioned that we sent up the first female Candidate for this examination. On this occasion we had a correspondence with the Registrar which resulted in the Syndicate's throwing open the doors of the University to Female Candidates. The Bombay and Madras Universities followed the example. This gave an impulse to Female Education that was felt throughout India. For some years ours was the only Boarding School for Native Christian Girls in North India. Now there are several in the Punjab and the North-West Provinces that commenced with nuclei of pupils partly educated here. All these have justified our methods by adopting them as their own. In two cases the founders of these schools came and spent days with us, studying our system and its practical working.

We have evidence also that the School is producing fruit

of the richest kind, viz., self-denial and active benevolence. I shall cite only two examples.

Two or three years ago a member of the Civil Service on his way home paid our School a visit. On reaching Bombay he sent me Rupees 50 as a present to the children to be expended for their enjoyment. I read the gentleman's letter and asked what was to be done with the money. It was proposed that it be sent for the relief of the famine-stricken people in Madras—it was the time of the famine there. I said I was pleased with the spirit which their resolution showed, but the wish of the gentleman was that the money should be expended on them. It was then proposed and carried by a unanimous vote that it be given me to help to pay for a house that I was then buying as a hospital for the School. I communicated these facts to the donor of the money and he replied that, he was much pleased to hear of their benevolent spirit, but that he was disappointed as he had intended the money to be expended in buying sweetmeats, the way he remembered that would have given him the greatest pleasure when a boy. Another Rupees 50 came with definite directions as to the sweetmeats, and they were faithfully observed.

Since ever the School was established the pupils have contributed every month to the work of Missions. These contributions have been made out of their own pocket money or earnings. During the last summer they organized a Mission Society among themselves. They were excused one afternoon in the week from the School work during the hours for sewing. This time they devoted to learning and making fancy work to be sold for the Mission. At the end of six months, with help from the lady Missionaries, the proceeds of their donations in material and their work amounted to Rs. 150, which they presented to me on my last birth-day, as the first donation to the building of an additional dormitory which we very much need.

We have much to be grateful for to a kind Providence during all the past—and especially during the year that is now drawing to a close. The School is larger than it ever was before—numbering 140 pupils. We have not had one death in the School during the year, nor a case of serious illness, and very little illness of any kind. The pupils have made commendable progress in every part of their work,

especially in their singing under the instruction of Mrs. Morrison, who has given valuable help also in the hearing of classes.

This work which is not an easy one, and in which we have had an experience of nearly a quarter of a century, allow us to commend to the confidence and sympathy of this community. It is in a manner your own. It was commenced and supported the first year by the liberality of the ladies especially of this neighbourhood. As the friends of that early day took an interest in the School when it was only an experiment, may we not be encouraged to ask from you a similar interest now that it is somewhat of a success?
